DOCUMENT RESUME

ED 143 586 SO 010 261

TITLE Second Annual Report, 1976.
INSTITUTION National Advisory Council on Women's Educational Programs, Washington, D.C.
PUB DATE 77
NOTE 25p.; For a related document, see SO 010 262 ; Some parts may be marginally legible due to small type

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Annual Reports; Career Education; *Civil Rights Legislation; Educational Development; Educational Improvement; *Educational Legislation; Educational Needs; Educational Objectives; Educational Policy; Elementary Secondary Education; *Equal Education; Federal Programs; Government Role; Higher Education; Minority Groups; Policy Formation; Sex Discrimination; Vocational Education; *Womens Education

ABSTRACT

The annual report reviews the origins, organization, activities, and future plans of the National Advisory Council on Women's Educational Programs during 1976. As described in chapter I, the Council was established by Congress in 1974 for the purpose of stimulating public policies and educational programs for women and girls. Chapter II outlines Council organization and functions in areas of review, evaluation, recommendation, and information dissemination. Chapter III describes Council activities related to the Womens Educational Equity Act, review of HEW's education division, vocational education, rural educational equity, sex discrimination, review of womens studies programs, legislative activities, and career education. Outreach activities of the Council include organizing regional hearings on educational inequity, soliciting ideas from womens' organizations, and cooperation with educational clearinghouses. These are described in chapter IV. Future plans of the Council are discussed in the concluding chapter. Plans must meet criteria of originality, feasibility, high impact, importance, and non-duplication of efforts already underway. Appendices include Council recommendations, program priorities, and a financial report. (Author/DB)

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Second Annual Report 1976

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National Advisory Council on Women's Educational Programs

national advisory council on women's educational programs

Suite 821
1832 M St., N.W.
Washington, D.C. 20036
(202) 382-3882

February, 1977

The President
The White House
Washington, DC 20500

Dear Mr. President:

It is an honor to transmit this Second Annual Report of the National Advisory Council on Women's Educational Programs. In 1976, the first full year of Council existence, we have taken many steps under our Congressional mandate as specified in the Women's Educational Equity Act.

The Council has advised Federal education officials on matters relating to improvements in Federal policy which would help to secure educational equity for women and girls. We also advise the Congress when requested. We have focused particularly on matters relating to career and vocational education, civil rights in education, legislation affecting women and girls, and the role of women in policy making in the Education Division of the Department of Health, Education, and Welfare.

The massive problems of educational inequity which continue to face women and girls in the United States challenge all of us, in government and in the private sector, to greater efforts. The National Advisory Council on Women's Educational Programs looks forward to contributing to such efforts in partnership with the officials serving in your Administration.

We rely on your leadership on behalf of equity of educational opportunity for girls and boys, women and men, throughout the nation.

Respectfully submitted,

Bernice Sandler

Bernice Sandler
Chair

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COMMITTEE ON THE BUDGET

Congress of the United States
House of Representatives
Washington, D.C. 20515

OFFICES:
WASHINGTON, D.C.
2338 RAYBURN BUILDING
PHONE: 225-4906

HONOLULU, HAWAII
345-348 FEDERAL BUILDING
PHONE: 531-4868

WAIPAHU, HAWAII
94-801 FARRINGTON HIGHWAY
PHONE: 671-0170

January 31, 1977

Ms Bernice Sandler
Chair
National Advisory Council on
Women's Educational Programs
1832 M Street, N.W.
Washington, D.C. 20036

Dear Bernice:

When I introduced the Women's Educational Equity Act in 1972, my colleagues and I envisioned a program that would begin to alleviate the pervasive injustices traditionally suffered by women and girls in our educational system, and a National Advisory Council of dedicated lay persons who would endeavor to identify and eliminate the remaining inequities.

In its brief history, the WEEA program has launched this effort and more. It has acted as a catalyst to progressive action on the part of women throughout the country and as a focus for women's concerns. The National Advisory Council on Women's Educational Programs has exceeded all expectations of diligence and ingenuity and has performed a further inestimable service in reaching out to the women's community and helping to unite its various parts into a more cohesive and potent movement.

On the completion of the Council's first full year of operation, I extend congratulations on a job well begun and best wishes for continued success.

Sincerely,

Patsy T. Mink

Patsy T. Mink

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Origins of the National Advisory Council on Women's Educational Programs

In July 1973, the House Subcommittee on Equal Opportunities of the Committee on Education and Labor convened hearings on H.R. 208, the Women's Educational Equity Act, sponsored by Representative Patsy Mink, (D. HA.). The bill in the Senate was introduced by Senator Walter Mondale (D. MN.). Hearings on the bill in both Senate and House provided a forum for representatives of women's groups across the nation to testify to the pervasive patterns of injustice suffered by women and girls in American society in general and in the country's educational system in particular.

Congress saw the need to stimulate new public policies and programs which could assist women and girls to benefit from the same educational opportunities that are available to their brothers. In August 1974, the Women's Educational Equity Act (WEEA) was passed.

The Act was established to overcome sex bias in American education and to achieve educational equity for women. To help meet this ambitious goal, Congress mandated the formation of an Advisory Council on Women's Educational Programs.[1] The Council was established to advise the Assistant Secretary for Education and the Commissioner of Education with respect to broad issues of educational equity for women, as well as to advise on matters specifically relating to the Women's Educational Equity Act. The Council does not, however, administer the grants program under WEEA; that administration is done by the Women's Program Office in the U.S. Office of Education.

The twenty members of the Council include seventeen public members appointed by the President, subject to Senate confirmation, for overlapping three-year terms, and three ex-officio members: the Director of the Women's Action Program, U.S. Department of HEW; the Director of the Women's Bureau, U.S. Department of Labor; and the Chairman of the U.S. Commission on Civil Rights.

The Council first met in June, 1975. The terms of six members expired in May 1976 and replacements were nominated and confirmed in late September.

1. In 1976 amendments the Council was re-named National Advisory Council on Women's Educational programs (NACWEP).

Function and Organization of the Council

The major functions of the Advisory Council, as specified by Congress, are these:

- to advise the Commissioner of Education on the administration of the Women's Educational Equity Act, including recommendations about program priorities and the allocation and geographic distribution of funds;
- to evaluate the programs and projects assisted under the Act;
- to advise the Assistant Secretary for Education, with respect to the attainment of educational equity for women and girls;
- to make recommendations based on the Commissioner of Education's national review of sex discrimination in education;
- to report to the President and Congress;[2]
- to disseminate information concerning Council activities.[2]

In terms of priority, the Council decided to focus major attention on its broadest function: the attainment of educational equity. This decision reflected the conviction that the surest path to equity will be through "mainstreaming" women's concerns—striving to embody in *all* Federally-assisted education programs a sensitivity to and concern for the needs of women and girls. Additionally, the Council determined that it would attach high priority to the special educational needs of minority women, who have so often suffered from discrimination because of race or ethnicity as well as sex.

To carry out its responsibilities effectively, the Council organized itself into an Executive Committee and three standing committees and left latitude for the formation of special committees as needed.

The Executive Committee consists of the chairs of the standing committees, the Chair and Vice Chair of the Council and at-large members the Council Chair may appoint.

The Federal Policy and Practices Committee examines existing and proposed policies and practices of HEW and other Federal agencies in terms of their impact on women and girls.

The Legislation Committee evaluates existing and proposed legislation and regulations in terms of educational equity for women and girls.

The Program Committee analyzes policy matters specifically relating to the Women's Educational Equity Act, including geographic distribution of projects, criteria for program priorities and fund allocation. This Committee also oversees the Council's process evaluation of the WEEA Program.

In 1976 a Special Committee on Rural Women was established to implement the Council's project on the educational needs of rural women.

There were five Council meetings and 27 committee meetings in 1976. (See Appendix B for dates and places.) All were open to the public and many involved extensive public participation in the form of open hearings. These hearings provided opportunities for women's groups, individual women, educators and others interested in educational equity to bring their concerns to the Council. They also gave the Council members valuable firsthand information to supplement their own diverse backgrounds as a basis for their advice to HEW officials.

2. Added in Education Amendments of 1976. See Appendix E.

Activities of the Council

In 1976 NACWEP carried out its responsibilities in various ways: it advised the Assistant Secretary and the Commissioner on numerous issues—legislative, programmatic and administrative; communicated with organizations and individuals interested in educational equity throughout the nation; undertook inquiries into the educational needs of rural girls and women; initiated a review of the impact of HEW education programs on women; and began an evaluation of the first year's administration of the WEEA. Short descriptions of specific Council activities follow.

Women's Educational Equity Act

The Council developed and transmitted to the Commissioner its recommendations on criteria for program priorities and project selection under the Women's Educational Equity Act, as well as on the general allocation of funds. (The Council had no role in the selection of grantees or contractors, however.) These recommendations are included as Appendix C.

The Council also commented extensively on the issues raised in the "Notice of Intent to Publish a Regulation" for WEEA for Fiscal Year 1977, and repeatedly urged that simple, supplementary program guidelines be prepared to assist applicants for funding under WEEA. This recommendation stemmed from the Council's belief that the highly technical and complex language of the WEEA regulation puts laypersons at a disadvantage in competing with those individuals and institutions accustomed to deciphering Federal terminology.

Evaluation of WEEA Programs

To comply with its charge to evaluate the programs funded with the $6.2 million appropriated for WEEA, the Council engaged a contractor to undertake a two-phase assessment.

The first phase of the evaluation was completed in 1976. It analyzed implementation of the program by the Office of Education in terms of the intent of the law, and encompassed such aspects as:

1. To what extent have the regulations issued by OE reflected the law and its intent?
2. What process is being used for long-range planning to develop measureable objectives?
3. To what extent have women's groups been consulted in determination of program and funding priorities?
4. How has information about the program been disseminated to potential grantees and contractors?
5. How have grant and contract applications been reviewed and selected?
6. How have characteristics of funded projects compared with unfunded applications and with the need for educational equity?

The second phase of the evaluation, to be completed in 1977, will examine actual project implementation to determine:

1. How adequate and appropriate are OE procedures for technical assistance, monitoring and evaluation of grants and contracts?
2. What is the likelihood that efforts funded under WEEA will achieve the intent of the law?

The Council expects that findings and recommendations from its evaluation will be used not only by the Office of Education to improve its administration of the program, but also by the Congress when it reviews the legislation.

Review of HEW's Education Division

Throughout 1976, the Council has placed major emphasis on a review of policies and practices of HEW's Education Division, the entity which administers the bulk of Federally-assisted programs for the nation's educational institutions.

This study is gathering specific information to determine how the various programs and units foster—or hinder—the attainment of educational equity for girls and women. Included in the review are the Office of Education, the National Institute of Education, the National Center for Education Statistics and the Fund for Improvement of Post Secondary Education. Major areas being addressed are:

1. Do programs have a different impact on girls and women than they do on boys and men?
2. How many women participate in management and policy development?

3. What efforts are made to assure sex fairness in disbursing and using Federal funds?
4. How sex fair are communications, products and dissemination strategies?
5. How are programs of special concern to women coordinated within and across governmental agencies, and within and across regions and states?
6. What changes are necessary in legislation, regulations and enforcement to eliminate sex discrimination, sex bias and sex-role stereotyping?

This review is being conducted as a cooperative venture with the Education Division. In the first phase more than 50 key officials were interviewed by Council representatives. For the second phase, each major unit has designated resource persons who are assisting Council representatives in refining issues to be addressed, suggesting priorities for concentration, identifying data sources, assessing feasibility of recommended actions and timetables, and commenting on draft reports.

The product of this review will be a series of six reports to be issued in 1977. The Council expects that the findings and recommendations of these reports will provide substantive guidance for implementing sex-fair policies and practices in education at all levels—national, regional, state and local.

Vocational Education

The Council early designated vocational education a priority area for its attention. Initial efforts focused on the revision of Federal vocational legislation then being considered in the Congress. Analyses of the Senate and House bills as they affected women and girls were prepared and disseminated to members of Congress and to national organizations concerned with women's issues. The legislation as finally enacted (Public Law 94-482 Title II) contains significant provisions for eliminating sex discrimination, bias and stereotyping in vocational education.

Following passage of the new law in October, Council representatives met with the Office of Education task force responsible for writing the new regulations to administer that law, and helped to define the issues needing to be addressed. The Council subsequently responded in writing to the formal "Notice of Intent to Issue Regulations" and provided suggestions about specific matters which the regulations should emphasize.

Then, through widespread dissemination of an information packet on provisions of the new law as they affected girls and women, the Council helped alert organizations concerned with women's issues to the public meetings scheduled in every state. These materials also were distributed to national and state Advisory Councils on Vocational Education and to state directors of vocational education, with the hope that demonstrated interest from consumers of vocational education would spur implementation of the law's intent. When field reports indicated that some of the initial state meetings were not responsive to participation by community representatives, the Council wrote to the Commissioner with suggestions for changes in format and tone of future public meetings.

In addition to activities connected with the revised legislation—which will take effect in Fiscal Year 1978—the Council made suggestions for Fiscal Year 1977 priorities for vocational education. The Office of Education adopted the Council's recommendation that elimination of sex stereotyping be included as a priority for research, as well as be incorporated as a requirement in all projects. While opting not to alter criteria for funding of demonstration project, OE made significant changes in its plans for evaluating those projects, based on Council suggestions.

Educational Equity for Rural Women and Girls

Since programs to help bring educational equity to rural women were under consideration as a possible priority group for funding under WEEA in Fiscal Year 1977, and since so little attention had been focused on the special educational needs of rural women and girls, the Council moved in early 1976 to establish a Special Committee on Rural Women. The Committee was charged to gather information as a basis for recommendations. After an initial report prepared for the Council indicated that very little was known about the educational needs of this population, the Committee then began a two-pronged investigation, commissioning a report on national public and private programs which have an impact on the education of rural women and girls, and convening four regional consultation sessions to obtain firsthand information not only from experts and educators, but especially from rural women themselves as to their needs and suggestions.

The sessions, located to ensure the greatest possible range and diversity of ideas, were held in the Midwest (Madison, Wisconsin); the San Joaquin Valley (Stockton, California); the Southwest (Santa Fe, New Mexico); and in Appalachia (Boone, North Carolina). Participants included women from most of the major clusters of rural population—farm, rural black, Native American and Native Alaskan, migrant, Spanish-origin, Appalchian and Asian-American—as well as representatives of a broad range of public and private organizations involved in rural programs in the areas of education and women's affairs.

From these consultations and its other investigatory work, the Council found that the 34 million rural women in this country constitute a neglected—and doubly disadvantaged—population in terms of educational equity. Rural educators and advocates for rural development have not focused specific attention on the needs of women and girls in their target population. And women's education advocates and providers have not been primarily concerned with the particular needs of rural women. Compounding this situation (and also unfortunately obscuring it) is the fact that the data which might spark such specific attention are almost non-existent: it is virtually impossible, for example, to determine from government statistics what impact a particular Federal education program may have had on rural, as opposed to urban, people or on women and girls as opposed to men and boys.

The resulting recommendations of the Advisory Council—encompassing the needs for a comprehensive Federal rural education policy, for a full program of Federal data collection, and for Federally-supported development of an education delivery system that truly meets the needs of women and girls in sparsely settled rural America—are included as Appendix D to this report.

Commissioner of Education's Report on Sex Discrimination in Education

The Women's Educational Equity Act directed the U.S. Commissioner of Education to conduct "a national, comprehensive review of sex discrimination in education," and to submit this report to the Council for review and for such recommendations as the Council deemed advisable. In May, 1976, a three-part document including reports on "Employment Practices," "Guidance and Counseling," and "Access to Postsecondary Education," was transmitted to the Council.

In the course of its extensive review of these reports, the Council concluded that they had not covered all aspects of education which are affected by sex discrimination and thus had not fulfilled the intent of Congress. In addition to analyzing the recommendations contained in the three documents, therefore, the Council will address itself to needs for additional data and research, and will propose both short-range and long-range priorities for Federal action when it reports to the Commissioner in 1977.

Meanwhile, recognizing the potential usefulness of the data and bibliographies included in the three reports, the Council has urged that they be released and that their availability be publicized so as to alert the general public as well as the education and research communities. In early 1977 the Council was notified that the reports had been put into the computer system of the Educational Resources Information Center (ERIC).

Review of Women's Studies Programs

One of the visible effects of the women's movement in recent years has been the proliferation of women's studies programs in colleges and universities throughout the United States. The Council was eager to determine some effects these programs are having, both on the students who take them and on the overall curriculum of the institutions which host them. The Council has commissioned a review of women's studies programs, seeking to learn:

1. How do women's studies affect the vocational goals and directions of the students and graduates?
2. How can women's studies programs function as a strategy for sensitizing and retooling teachers?
3. What are the strengths and weaknesses of various approaches and structures for such programs?
4. To what extent are these programs supported by the hosting institutions?
5. Are graduate courses needed in women's studies, and if so, of what design?

The Council review is based primarily on site visits to women's studies programs at fifteen colleges and universities, which were selected to provide a diverse sample, with respect to geography, racial/ethnic background of student popula-

tion, age of program, size and type of institution, organization of the faculty within the program, and type of curriculum. The site visits were completed in 1976 and the final report will be available in mid-1977. On the basis of the study, the Council will develop recommendations for future Federal research and other policy issues.

Legislative Activities

Throughout 1976 the Council advised the Assistant Secretary for Education on several legislative measures.

- **Title IX, 1972 Amendments to the Higher Education Act of 1965** Under its general position of opposition to any amendments which would weaken Title IX, the Council urged HEW to oppose an amendment to exempt Girls' and Boys' Nation and State organizations from coverage of the law.[3] Similarly, the Council expressed opposition to amendments limiting enforcement of Title IX.[4] Noting public statements by two institutions of higher education that they would not comply with Title IX, the Council urged the Secretary of HEW to take vigorous enforcement action. And in a meeting with the Director of the Office for Civil Rights, the Council also stressed the need for greater enforcement efforts under this crucial law.
- **WEEA Appropriations** The Council testified before the Senate Committee on Appropriations and also worked with women's and civil rights groups to generate support for increased appropriations for the WEEA, and was gratified to see the appropriation increased from $6.2 million in FY 1976 to $7.2 million for FY 1977.
- **Functions of the Council** NACWEP recommended that its own authorizing legislation be broadened to include reporting to the President and Congress and disseminating information to the public on its activities. These and minor technical changes were incorporated in the Education Amendments of 1976.
- **Title IV, Civil Rights Act of 1964** This law, as amended in 1972, provides for technical assistance to school districts needing help to overcome race and sex discrimination. The Council testified for increased appropriations and requested earmarked funds for more personnel for sex discrimination work. Cooperating with minority and women's groups, which testified jointly in a significant new coalition, the Council extended its community outreach.

Career Education

The Council has been distressed at the pervasiveness of sex stereotyping in career education and has urged the Office of Education to accord priority to this issue. Results to date have not been encouraging. The Council regrets that only two of the 118 projects funded, during the fiscal year, with ten million dollars from the Office of Career Education focused on sex stereotyping. And, despite extensive Council effort, there was disappointingly little attention focused on sex bias and stereotyping in the Commissioner's Bicentennial Conference on Career Education in Houston in November.

3. This amendment passed as part of the Education Amendments of 1976.
4. Such an amendment also passed as part of the Education Amendments of 1976, although in its final form it was not viewed by women's groups as seriously limiting Title IX enforcement.

Members of the Council, December 1976. bottom row, l-r: Council members Marjorie Bell Chambers; Agnes I. Chan; Elizabeth Z. Fryer; Jon Fuller; Thera C. Johnson; Marguerite C. Selden. top row, l-r: Council members Bernice Sandler (Chair); Joanne Carlson; Agnes Dill; Sr. Joyce Rowland; Virginia Trotter, Assistant Secretary for Education, HEW; Edward Aguirre, Commissioner of Education; Council members Theresa de Shepro; Gerald Weaver; Katherine Burgum: Mary Beth Peters (Vice Chair). not present: Mary Allen; Ernest Boyer; Anne Campbell.

Outreach Activities of the Council

The Advisory Council has a deep interest in the views and problems of its primary constituency—the women and girls of the United States. Throughout 1976, in each of the Council's formal meetings held outside of Washington, a day was devoted to hearing from community organizations and individual women, along with state and local educators. Sex discrimination, stereotyping and many aspects of inequity were brought vividly before the Council in each of these sessions, as were innovative projects, state law enforcement programs, needs for Federal funds, special problems of minority women, and many other issues and topics.

The Council also distributed a general letter to women's and educational organizations across the country, seeking the ideas of these organizations on priorities and needs for educational equity.

In Washington the Council cooperates with the National Coalition for Women and Girls in Education and other clearinghouse groups in exchanging information affecting women's education. Thus the Council functions as a communications link between the officialdom which it advises and the non-government groups so vitally interested in equity for women.

Future Plans of the Council

A thorough review of its initial efforts has made the Council even more strongly convinced of the enormity of the obstacles to achieving educational equity for women and girls. The problems recognized by Congress when it passed the WEEA—sex bias, stereotyping and discrimination which pervade every aspect of our educational system from pre-school games through professional textbooks, from career counseling to selection of educational administrators—are so deep-seated that the Council must choose carefully the issues on which it takes action.

Criteria for Council Concern and Action

To help focus resources most productively, the Council has formulated and adopted a set of criteria for determining areas for priority attention. These criteria establish that issues for Council concern and action:

1. Must have implications for Federal policy
2. Must be "do-able" in terms of
   a. timing
   b. staff resources
   c. funding
3. Should result in maximum impact in terms of
   a. number of women potentially affected
   b. level of funding involved
   c. geographic dispersion
   d. nature of problem
4. Should generate interest and/or support from
   a. women and women's organizations
   b. education community
   c. community agencies
   d. governmental agencies
   e. Congress
   f. media
5. Should not duplicate efforts already underway but instead be
   a. leading
   b. supplementary
   c. complementary
6. Should not be readily supportable under other auspices (e.g., Office of Education, National Institute of Education, General Accounting Office.)

If a potential issue does not meet criteria one and two, it will not be considered.

As the Council moves forward, building on projects and reports already underway, its span of concern will increasingly encompass not only educational equity at the Federal level, but also equity in Federally-assisted activities at the state and local levels.

Council activities in the coming year will also focus on administration and employment within educational systems, as well as on program operation.

And finally, the Council hopes to sharpen its effectiveness as an advisor on educational equity through an expanded effort to disseminate information about its activities to the public.

Appendix A

Summary of Individual Recommendations Submitted by the Council in 1976

Throughout the year, the Council submitted a broad variety of individual recommendations to the Assistant Secretary for Education and the Commissioner of Education. These recommendations—with respect to the Women's Educational Equity Act (WEEA), Title IX of the 1972 Amendments to the Higher Education Act of 1965, vocational education legislation, the Educational Division of HEW, and other issues—are summarized below. Responses of officials to the recommendations are also indicated.

Subject	Recommendation	Response
WEEA	That a) the Commissioner make use of the Council "Criteria for Program Planning and Project Selection" for WEEA; b) that he make use of the Council's FY '78 fund allocation proposal; and c) that he support the Council request for increases in WEEA and Title IV FY '78 budget.	a) OE reply: Most of Council criteria had been included in the draft regulation proposal. b) The Council later revised criteria and budget in accordance with Women's Program Staff suggestions for administrative reasons. c) No mention by the Commissioner of support for increased funds, no support for increases at Congressional hearings.
	That the Commissioner describe procedures to assure consideration of the Council's proposed "Criteria for WEEA" and involve the Council in early stages of the new regulation.	OE reply: Women's Program's Staff will consider criteria and provide explanation for those not adopted.
	That the Commissioner ask the Women's Program Staff to develop simple, supplementary guidelines to assist WEEA applicants in understanding the regulation.	OE reply: Time and procedural limitations preclude development of guidelines but Women's Program Staff will consider alternative means of assisting applicants.
	That the Commissioner make use of Council comments on WEEA "Notice of Intent to Propose a Regulation" for FY '77.	Provisional regulation not published by 12/31/76.
	That the Commissioner request Women's Program Staff to give the Council copies of applications and preapplications for grants under WEEA. Five letters were sent regarding this request.	After a series of meetings and correspondence, agreement was reached and materials furnished.
	That the Commissioner ask OE Office of Planning and Evaluation to cooperate with the Council and match Council budget outlay in a joint evaluation effort of WEEA program.	OE reply: Council request to be considered in FY '77 planning.
	That the Assistant Secretary support legislation to add "National" to the Council name and to provide a mandate for the Council to report to the President and Congress and to disseminate information on its activities.	The Assistant Secretary supported the addition of "National."

Subject	Recommendation	Response
	That the Commissioner inform the Council of processes employed in developing three reports on sexism in education mandated by WEEA. The Council expresses concern over gap between legislative mandate and administrative execution.	Information supplied on process and persons responsible. The Commissioner expresses satisfaction with final product.
	That the Commissioner release three reports on sexism in education and provide wide public notice of availability.	No reply in 1976. Reprints put into the ERIC system in February 1977.
Title IX	That the Assistant Secretary register Council dismay over Title IX complaint which was refused services of Office for Civil Rights in Region IV.	Director of Office for Civil Rights subsequently issued directive to all Regional Offices instructing them in proper procedure.
	That the Assistant Secretary transmit to the Secretary of HEW the Council's concern over announced intentions of noncompliance with Title IX on the part of Hillsdale College and Brigham Young University and urge appropriate action.	ASE reply: Assistant Secretary discussed case with Secretary of HEW and will follow through.
	That the Commissioner assign more Title IV staff to work on the sex discrimination program, publicize Title IV sex discrimination assistance and alert General Assistance Centers to sex discrimination materials available through Title IV.	No reply.
	That the Assistant Secretary inform the Secretary of HEW of Council opposition to a bill to exempt Girls'/Boys' State organizations from Title IX.	Amendment adopted by Congress in Education Amendments of 1976; Office for Civil Rights interpretation exempted Girls'/Boys' State from provisions.
	That the Assistant Secretary counter efforts to weaken civil rights legislation, specifically amendments intended to limit enforcement of Title IX.	OE reply: Council points will be brought to the attention of persons in the Education Division concerned with women's educational programs. Modified amendments subsequently adopted by Congress.
Vocational Education	That the Commissioner encourage Deputy Commissioners to consider strategies of the Bureau of Occupational and Adult Education for elimination of sexism; that elimination of sex stereotyping be made a priority for FY '77 Part C of the Vocational Education Act; and that states be urged to use Part C funds for this priority.	OE reply: The Commissioner will meet with Deputy Commissioners to discuss strategies for equal opportunities for women; elimination of sex stereotyping is a component of each priority for Part C and may become a separate FY '77 priority. (It did, subsequently.)
	That the Commissioner consider Council comments on "Vocational Education Part D Criteria for Selection of Applicants" which relate to evaluation of applicants in terms of their demonstrated commitment to the elimination of sex bias in education.	Criteria not published as of 12/31/76.
	That the Commissioner act to assure adequate publicity for public meetings on vocational education legislation outside the vocational education establishment and to assure that meetings be held in locations/facilities which encourage public participation. Also that a Council representative view audio visuals for these meetings which are allegedly sexist.	OE reply: Bureau of Occupational and Adult Education has undertaken publicity and directed Regional Offices to invite organizations; next round of meetings will be more closely controlled by OE.

Subject	Recommendation	Response
	That the Commissioner assign adequate staff resources to augment efforts of a Special Assistant, especially in the Division of Vocational and Technical Education.	OE reply: The need for increased resources is acknowledged but the problem of funds is difficult.
	That the Commissioner consider comments of the Council and also of the Lawyers' Committee for Civil Rights Under Law on implementation of Title II of the Education Amendments of 1976.	Provisional regulation not published by 12/31/76.
Education Division of HEW	That the Commissioner and the Assistant Secretary support the Council proposal for a review of the Education Division of HEW in terms of its impact on women.	Meetings with Assistant Secretary, Commissioner and staffs; support from both offices.
	That the Commissioner assure appropriate representation of women and educational equity issues in National Commissioner's Conferences on Education. Follow-up letter requested specific actions to assure above. Additional correspondence concerning Career Education Conference.	OE reply: A copy of the Commissioner's response directing that planners address Council concerns was sent by the Commissioner to all conference planners. A list of responsible persons for each conference was then provided, and a Council representative was on a panel at Career Education Conference.
Miscellaneous	That the Assistant Secretary describe activities of Federal Interagency Committee on Education for elimination of sexism in education and recommend role for Council in assisting FICE.	No specific activities noted, but the Council did receive an invitation to meet with FICE and discuss what it should do in this regard.
	That the Assistant Secretary take steps to assure that future nominations to advisory councils be of people knowledgeable about women's and minority issues and sex stereotyping.	Council staff met with HEW staff to discuss further.
	That the Commissioner describe plan for public participation in drafting of regulations as per Secretary Mathews' proposed policy.	OE reply: Description of Citizen Participation plan supplied with chronology of expected events (i.e., "Notice of Intent," etc.).
	That the Secretary of HEW take steps to assure that members of the Federal Advisory Committee on Affirmative Action in Employment at Institutions of Higher Education be persons with experience in women's rights. The Council offered to suggest sources for the Committee to consult.	No substantive reply.
	That the Secretary of HEW consider Council comments on the Report of the Secretary's Task Force on Citizen Participation.	Letter of appreciation received.

Appendix B
Dates and Locations of Council Meetings

January 6, 1976	Legislation Committee	Washington, DC
January 7, 1976	Executive Committee	Washington, DC
January 15-16, 1976	Information Resources Committee,*	
	Program Committee (joint meeting)	Dallax, TX
February 4-6, 1976	Advisory Council	San Francisco, CA
March 12, 1976	Executive Committee	Washington, DC
March 15-16, 1976	Federal Policy and Practices Committee	Washington, DC
March 30-April 2, 1976	Advisory Council	
	Information Resources Committee*	
	Program Committee	
	Legislation Committee	Washington, DC
May 7, 1976	Information Resources Committee*	Kansas City, MO
June 6-9, 1976	Advisory Council	
	Executive Committee	
	Legislation Committee	
	Federal Policy and Practices Committee	
	Program Committee	Detroit, MI
June 18-19, 1976	Information Resources Committee*	Madison, WI
August 2-3, 1976	Special Committee on Rural Women	Stockton, CA
September 10-11, 1976	Special Committee on Rural Women	Santa Fe, NM
September 19-22, 1976	Advisory Council	
	Executive Committee	
	Federal Policy and Practices Committee	
	Legislation Committee	
	Program Committee	Washington, DC
October 18-19, 1976	Special Committee on Rural Women	Boone, NC
December 2-4, 1976	Advisory Council	
	Executive Committee	
	Legislation Committee	
	Federal Policy and Practices Committee	
	Program Committee	Washington, DC

*Information Resources Committee changed to Special Committee on Rural Women mid year, 1976.

Appendix C

Council Criteria for Program Priorities and Project Selection Under the Women's Educational Equity Act

Program Priorities

The National Advisory Council on Women's Educational Programs recommends the following goals—ranked in order of importance—as the basis for designating program priorities under the Women's Educational Equity Act:

1. Promoting educational equity for women and girls by fostering change in institutions, agencies, and departments in their policy-making, resource allocation, employment practices, and program administration and content.
2. Assisting population groups which have special needs for support in order to bring about educational equity for women and girls.
3. Abolishing sex-role stereotyping in guidance and counseling, and curriculum materials (includes a concern with the educational media).
4. Ensuring equal educational opportunity in career-related programs.

Project Selection

As a totality, projects selected for funding should:

1. Reflect a variety of approaches and strategies for addressing particular needs of women and girls for educational equity.
2. Reflect a variety of delivery systems—community organizations, student groups, public and non-profit private agencies—as well as traditional educational institutions.
3. Represent geographic and demographic diversity.
4. Work toward resolution of long-range as well as short-range problems.

Each project should be considered in terms of its ability to:

1. Impact upon the maximum number of women and girls—particularly those groups with multiple needs (e.g., minority women)—in order to produce maximum results with minimum resources.
2. Evidence reasonable expectation of the project or its results (a) being incorporated into the regular program of the institution, community, region, or state within which located, and/or (b) being replicated or adapted in other locations.
3. Emphasize role of women in developing, implementing, and evaluating the project.
4. Address objectives which are specific, measurable, and offer reasonable expectation of being accomplished within a specific time frame.
5. Facilitate communication and cooperative ventures between levels of education and kinds of education. (For example: A successful career education project focusing on sex-role stereotyping at the junior high school level needs to work with (a) teachers of all subject matters to develop awareness and exploration opportunities in a variety of career fields, and (b) high school counselors and other personnel to expand vocational offerings and options.)

Revised December 4, 1976

Appendix D

Recommendations from the Council's Report on the Educational Needs of Rural Women and Girls

1. The National Advisory Council on Women's Educational Programs recommends to the President and Congress that a Federal rural education policy be established which is designed to meet the special problems of isolation, poverty and underemployment that characterize much of rural America. Such a policy must be consciously planned to overcome the inequality of educational opportunities available to rural women and girls.

2. The Council recommends that the Office of Management and Budget set and enforce a policy that data collected on beneficiaries of all Federal programs shall be reported by sex, by minority status, and by urban/rural or metropolitan/non-metropolitan areas, based on a standard definition.

3. The Council recommends that the Secretary of Health, Education and Welfare ask the Census Bureau to incorporate in the Agriculture Census questions on rural women, their educational attainment, their employment for wages, and their employment in home and farm work; and that the Secretary of HEW ask the Department of Agriculture to incorporate in surveys questions about the economic contributions of women's work in agricultural production and homemaking, and questions on the economic and social conditions of non-farm rural women.

4. The Council recommends that the Departments of Health, Education and Welfare, Agriculture and Interior (Bureau of Indian Affairs) undertake coordinated research programs to understand the special educational needs of rural women in their culturally, geographically and economically diverse settings, so that appropriate programs can be developed to fulfill the policy proposed in Recommendation 1 above. The findings of such research should be widely disseminated.

5. The Council recommends that the Department of Health, Education and Welfare, through the Office of Education, undertake a vigorous campaign to inform the public about legislation, services, and programs which can assist in eliminating sex bias and sex stereotyping in education, and in that campaign, pay special attention to the problems of reaching rural women.

6. The Council recommends that the Department of Health, Education and Welfare, through the Office of Education, fund a program of innovative uses of broadcast (both open and closed circuit) as a delivery system of educational services to rural women, and further recommends that those successful innovations be additionally funded and replicated throughout the country.

7. The Council recommends that the Secretary of Health, Education and Welfare review and amend the criteria by which project grants and contracts are awarded, and modify the guidelines and procedures governing applications, so that rural women and girls in greater numbers can qualify for Federal support of their programs and be the actual beneficiaries of them.

8. The Council recommends that any programs receiving Federal funds which set prerequisites of minimum enrollment as a condition for providing courses recognize the difficulties in sparsely populated areas of meeting the same numbers standard that may be reasonable in more urban settings.

9. The Council recommends to the Secretary of Health, Education and Welfare that whenever Federal resources are used to support educational guidance and counseling programs at teacher training institutions, state departments of education, and individual schools, specific attention be directed to the multiple needs of rural women and girls.

Appendix E

The Women's Educational Equity Act (Public Law 93-380, Education Amendments of 1974, as amended through the Education Amendments of 1976)

Sec. 408. (a) This section may be cited as the "Women's Educational Equity Act of 1974."

(b)(1) The Congress hereby finds and declares that educational programs in the United States (including its possessions), as presently conducted, are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society.

(2) It is the purpose of this section to provide educational equity for women in the United States.

(c) As used in this section, the term "Council" means the Advisory Council on Women's Educational Programs.

(d)(1) The Commissioner is authorized to make grants to, and enter into contracts with, public agencies and private nonprofit organizations and with individuals for activities designed to carry out the purposes of this section at all levels of education, including preschool, elementary and secondary education, higher education, and adult education. These activities shall include—

(A) the development, evaluation, and dissemination by the applicant of curricula, textbooks, and other educational materials related to educational equity;

(B) preservice and inservice training for educational personnel including guidance and counseling with special emphasis on programs and activities designed to provide educational equity;

(C) research, development, and educational activities designed to advance educational equity;

(D) guidance and counseling activities, including the development of nondiscriminatory tests, designed to assure educational equity;

(E) educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women;

(F) the expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration.

(2) A grant may be made and a contract may be entered into under this section only upon application to the Commissioner, at such time, in such form, and containing or accompanied by such information as the Commissioner may prescribe. Each such application shall—

(A) provide that the program or activity for which assistance is sought will be administered by or under the supervision of the applicant;

(B) describe a program for carrying out one of the purposes set forth in subsection (a) which holds promise of making a substantial contribution toward attaining such purposes; and

(C) set forth policies and procedures which insure adequate evaluation of the activities intended to be carried out under the application.

(3) The Commissioner shall approve applicants and amendments thereto which meet the requirements of paragraph (2).

(4) Nothing in this section shall be construed as prohibiting men from participating in any programs or activities assisted under this section.

(e) In addition to the authority of the Commissioner under subsection (d), the Commissioner shall carry out a program of small grants, not to exceed $15,000, each, in order to support innovative approaches to achieving the purposes of this section; and for that purpose the Commissioner is authorized to make grants to public and private nonprofit agencies and to individuals.

(f)(1) There is established in the Office of Education a National Advisory Council on Women's Educational Programs. The Council shall be composed of—

(D) the Director of the Women's Action Program of the Department of Health, Education, and Welfare.

The Council shall elect its own Chairman.

(2) The term of office of each member of the Council appointed under clause (A) of paragraph (1) shall be three years, except that—

(A) the members first appointed under such clause shall serve as designated by the President, six for a term of one year, five for a term of two years, and six for a term of three years; and

(B) any member appointed to fill a vacancy occurring prior to the expiration of the term for which his predecessor was appointed shall be appointed for the remainder of such term.

(3) The Council shall—

(A) advise the Commissioner with respect to general policy matters relating to the administration of this section;

(B) advise and make recommendations to the Assistant Secretary concerning the improvement of educational equity for women;

(C) make recommendations to the Commissioner with respect to the allocation of any funds pursuant to this section, including criteria developed to insure an appropriate geographical distribution of approved programs and projects throughout the Nation;

(D) make such reports as the Council determines appropriate to the President and the Congress on the activities of the Council;

(E) develop criteria for the establishment of program priorities; and

(F) disseminate information concerning the activities of the Council under this section.

(4) From the sums available for the purposes of this section, the Commissioner is authorized and directed to conduct a national, comprehensive review of sex discrimination in education, to be submitted to the Council not later than a year after the date of enactment of this section. The Council shall review the report of the Commissioner and shall make such recommendations, including recommendations for additional legislation, as it deems advisable.

(5) The provisions of part D of the General Education Provisions Act shall apply with respect to the Council established under this subsection.

(f) The Commissioner is directed, at the end of each fiscal year, to submit to the President and the Congress and to the Council a report setting forth the programs and activities assisted under this section, and to provide for the distribution of this report to all interested groups and individuals, including the Congress, from funds authorized under this section. After receiving the report from the Commissioner, the Council shall evaluate the programs and projects assisted under this section and include such evaluation in its annual report.

(g) For the purpose of carrying out this section, the Commissioner is authorized to expend not to exceed $30,000,000 for each fiscal year prior to July 1, 1978.

(20 U.S.C. 1866) Enacted August 21, 1974, P.L. 93-380, sec. 408, 88 Stat. 554, 556.

Appendix F
How the Council Effects Change

Direct Action

The Council is limited to the functions specified in the Women's Educational Equity Act. There are various ways in which it can carry out these functions and legitimately widen its sphere of influence:

Written recommendations to Assistant Secretary, Commissioner, and other Federal officials
Annual and special reports with recommendations
Formal comments on proposed program regulations
Meetings with Federal officials
Congressional testimony, when invited
Reports to the Congress and President
Copies of above letters and comments sent to other groups which might then be stimulated to act
Dissemination of news releases and materials concerning Council actions
Dissemination of reports (e.g. rural women report)
Public hearings, consultations or seminars to focus attention on issues
Presentation of speeches, in response to requests

Indirect Action

In order to gather information necessary to carry out its advisory functions, the Council may undertake a variety of activites, including:

Preparation of papers, reports and other materials by members, staff or consultants
Site visits to WEEA-funded and other projects by Council members and staff
Invitation of individuals from the government and from the public to advise Council on specific educational needs of women
Requesting of information* from the government, private individuals and groups (Sometimes the process of requesting information can help change policy.)
Exchange of information with relevant commissions, councils, committees, etc. and with private groups and individuals (This might in turn stimulate such groups to support Council action and goals with recommendations of their own.)

*The Council has no subpoena power to require individuals to respond to such requests for information.

Appendix G
Financial Report

The Council spent some $366,000 for Fiscal Year 1976. (The year covered 15 months, from July 1975 through September 1976.) Since the Council was not fully staffed during its first year, some funds were available to employ consultants and contractors to assist on special projects. Most of these contracts extend through 1977 and their products will become available during that year.

Major Categories of Council expenditures were as follows:

Council and Committee Meetings	$ 90,835
Salaries	103,063
General operation of office and equipment	15,417
Projects	
Rural Women (4 regional consultations, Committee expenses, consultants. Report due Dec. 1976)	20,045
Evaluation of WEEA (Contractor report due Feb. 1977)	38,296
Women's Studies (Contractor report due Feb. 1977)	25,000
HEW Education Division Review (Contractor reports due Sept. 1977)	37,686
Editing/Graphics (Preparation for publication of 12 reports in 1977)	27,520
Other	8,400
TOTAL	$366,262

★ U.S. GOVERNMENT PRINTING OFFICE: 1977—241-088/2016

Members of the National Advisory Council on Women's Educational Programs, 1975-1976 (And Expiration Date of Term)

Chair: Bernice Sandler (1977)
Director, Project on the Status and Education of Women
Association of American Colleges
Washington, D.C.

Vice Chair: Mary Beth Peters (1978)
Program Director, Administration & Management
Chatham College
Pittsburgh, Pennsylvania

Mary Allen (1978)
Graduate Student
Kansas State University
Manhattan, Kansas

Ernest Boyer (1978)
Chancellor
State University of New York
Albany, New York

Katherine Bürgum (1978)
Dean, College of Home Economics
North Dakota State University
Fargo, North Dakota

Anne Campbell (1977)
Commissioner of Education
Nebraska State Dept. of Education
Lincoln, Nebraska

Joanne Carlson (1977)
Assistant Dean, Graduate School
University of Oregon
Eugene, Oregon

Marsha Darling (1976)
Graduate Student
Duke University
Durham, North Carolina

Benjamin DeMott (1976)
Professor of English
Amherst College
Amherst, Massachusetts

Agnes Dill (1978)
Former President
North American Indian Women's Association
Isleta, New Mexico

Jon Fuller
President
Great Lakes Colleges Association
Ann Arbor, Michigan

Margaret Harty (1976)
Vice President, Institute of Health Sciences
Texas Women's University
Denton, Texas

Holly Knox (1976)
Director, Project on Equal Education Rights
NOW Legal Defense and Education Fund
Washington, D.C.

Irene Portillo (1976)
Instructor/Coordinator, Vocational Education
Rio Hondo College
Whittier, California

Theresa de Shepro (1978)
Vice Provost for Special Programs
University of Washington
Seattle, Washington

Sister Joyce Rowland (1977)
President
College of St. Teresa
Winona, Minnesota

Gerald Weaver (1977)
Director of Public Information
Mississippi College for Women
Columbus, Mississippi

Newly Appointed Members (Term Expiration Date – 1979)

Marjorie Bell Chambers
President
Colorado Women's College
Denver, Colorado

Agnes I. Chan
Teacher
Francisco Jr. High School
San Francisco, California

Elizabeth Z. Fryer
Library Consultant
Brentwood, Tennessee

Jon Fuller (re-appointed)
President
Great Lakes Colleges Association
Ann Arbor, Michigan

Thera C. Johnson
Career Specialist
Weber School District
Ogden, Utah

Marguerite C. Selden
Retired Assistant Supervisor, Continuing Education
D.C. Public School System
Washington, D.C.

Executive Director: Joy R. Simonson